

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

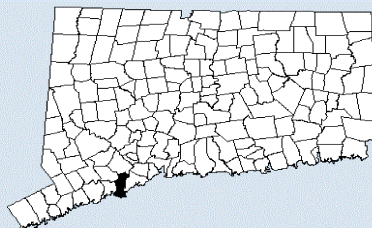


Stratford School District

203-385-4210 • www.stratfordk12.org/

District Information

Grade Range	PK-12
Number of Schools	29
Enrollment	7,216
Per Pupil Expenditures ¹	\$13,744
Total Expenditures ¹	\$101,208,266

¹Expenditure data reflect the 2012-13 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,503	48.5	48.3
Male	3,713	51.5	51.6
American Indian	*	*	0.2
Asian	224	3.1	4.6
Black or African American	1,521	21.1	12.9
Hispanic or Latino	1,945	27.0	21.2
Pacific Islander	*	*	0.0
White	3,308	45.8	58.4
Two or More Races	199	2.8	2.3
English Language Learners	288	4.0	5.7
Eligible for Free or Reduced-Price Meals	3,203	44.4	37.3
Students with Disabilities ¹	766	10.6	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	423	12.2	132	3.6
Male	377	10.4	328	8.6
Black or African American	165	11.0	180	11.5
Hispanic or Latino	277	14.5	152	7.7
White	311	9.6	114	3.3
English Language Learners	37	10.0	21	5.6
Eligible for Free or Reduced-Price Meals	508	16.3	323	9.7
Students with Disabilities	145	19.3	100	11.4
District	800	11.3	460	6.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 20

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2013-14

Stratford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	432.6
Paraprofessional Instructional Assistants	27.0
Special Education	
Teachers and Instructors	58.6
Paraprofessional Instructional Assistants	78.4
Administrators, Coordinators and Department Chairs	
District Central Office	11.0
School Level	33.7
Library/Media	
Specialists (Certified)	12.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	15.6
Counselors, Social Workers and School Psychologists	37.0
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	242.7

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	7	1.2	1.0
Black or African American	17	2.8	3.5
Hispanic	17	2.8	3.6
Native American	0	0	0.1
White	564	93.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	13	9.2
Hispanic or Latino	*	*	31	18.1
White	12	5.4	91	29.2
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	24	11.8
Students with Disabilities	0	0	0	0
District	17	3.5	144	22.4
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	61	52.1
Emotional Disturbance	21	47.7
Intellectual Disability	27	81.8
Learning Disability	199	91.7
Other Health Impairment	155	78.7
Other Disabilities	20	37.7
Speech/Language Impairment	63	94.0
District	546	75.0
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Stratford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	121	1.6	1.4
Emotional Disturbance	44	0.6	1.0
Intellectual Disability	33	0.4	0.4
Learning Disability	217	3.0	4.2
Other Health Impairment	197	2.7	2.5
Other Disabilities	71	1.0	1.0
Speech/Language Impairment	71	1.0	1.9
All Disabilities	754	10.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	1.1	2.8
Private Schools or Other Settings	96	12.7	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	57,305,698	7,982	8,769
Instructional Supplies and Equipment	851,534	119	275
Improvement of Instruction and Educational Media Services	2,475,791	345	487
Student Support Services	9,848,633	1,372	965
Administration and Support Services	9,431,629	1,314	1,600
Plant Operation and Maintenance	8,817,678	1,228	1,472
Transportation	4,753,745	641	786
Costs of Students Tuitioned Out	6,137,939	N/A	N/A
Other	1,585,619	221	178
Total	101,208,266	13,744	14,642

Additional Expenditures

Land, Buildings, and Debt Service	4,209,691	586	1,434
-----------------------------------	-----------	-----	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,350,054	34.2	35.6
Noncertified Personnel	1,908,817	7.8	14.5
Purchased Services	2,543,327	10.4	5.0
Tuition to Other Schools	5,554,944	22.8	21.4
Special Ed. Transportation	2,077,017	8.5	8.5
Other Expenditures	3,956,216	16.2	14.9
Total Expenditures	24,390,375	100.0	100.0
PK-12 Expenditures Used for Special Education		24.1	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.9	73.4
State	23.5	23.9
Federal	2.6	2.7
Tuition & Other	0.0	0.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2013-14

Stratford School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	72.2	73.5	74.0	69.5	.	.	.	.
Hispanic or Latino	75.4	77.1	77.0	75.3	.	.	.	.
English Language Learners	70.8	74.9	75.8	73.1	.	.	.	.
Eligible for Free or Reduced-Price Meals	73.1	74.3	74.4	71.3	.	.	.	.
Students with Disabilities	44.9	48.1	45.9	41.1	.	.	.	.
High Needs	70.5	71.7	72.1	68.6	.	.	.	.
District	80.8	81.3	82.1	79.4	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	60.5	64.1	62.0	62.1	.	.	.	.
Hispanic or Latino	68.2	69.6	66.8	64.8	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	60.7	64.5	61.4	65.2	.	.	.	.
Students with Disabilities	34.0	37.4	35.4	37.9	.	.	.	.
High Needs	59.0	59.9	57.3	61.2	.	.	.	.
District	72.1	75.3	73.8	71.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.7	90.2	77.1	85.9	1,939	86.8
Curl Up	91.1	91.1	89.2	90.5	1,939	90.6
Push Up	85.9	88.2	69.3	83.2	1,939	82.4
Mile Run/PACER	87.3	87.6	57.4	67.9	1,939	76.2
All Tests - District	70.7	71.2	48.6	62.4	1,939	64.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2013-14

Stratford School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	138	84.1	86.4	No	87.1
Hispanic or Latino	119	87.4	86.4	Yes	87.2
English Language Learners	*	*	94.0	No	94.0
Eligible for Free or Reduced-Price Meals	243	85.2	86.4	No	87.2
Students with Disabilities	76	52.6	68.0	No	70.6
District	569	88.6	89.1	No	89.5
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	76.5	139	25.6
Male	61.3	150	25.5
Black or African American	65.3	23	9.5
Hispanic or Latino	55.8	55	17.4
White	76.7	196	36.8
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	59.1	50	12.7
Students with Disabilities	*	*	*
District	68.6	289	25.5
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2014 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.8	91.0
Male	65.1	82.7
Black or African American	71.9	83.5
Hispanic or Latino	64.5	87.7
White	75.9	88.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	63.2	82.3
Students with Disabilities	32.7	86.4
District	73.0	87.4
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2013-14

Stratford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The major goal of the Stratford Public Schools is to improve student academic performance. The district has focused on helping every child achieve in all curricular areas, especially reading, writing, and mathematics with an emphasis on all students making goal on state-wide standardized assessments. Work continues in all areas of the curriculum, including efforts implementing the Common Core State Standards in Mathematics and English Language Arts, providing digital learning opportunities, creating performance-based assessments to develop 21st Century Skills, continuing to implement Scientific Research-Based Interventions (SRBI) to increase the number of students in tier one instruction, improving School Climate district-wide, and developing a district leadership team that can articulate a common understanding of standards for excellence in instruction. Through the District Improvement Plan, emphasis is placed on providing individual success plans for all students. These efforts are supported by tiered instruction, tutorials, and summer programs. In addition, every school annually submits a School Improvement Plan that targets students' needs through cohort analysis.

In the area of special education, most of Stratford's special education students are being educated in their home schools according to the principles of least restrictive environment. As a result, staff is continually aligning goals and objectives to standards-based curricula. Also, special education personnel have aligned themselves with the core academic areas and have provided support with instruction and Common Formative Assessments through co-teaching and collaborative initiatives (SRBI- Scientific Research-Based Intervention). The district has also provided professional development opportunities for both the general and special education staff to be trained together in the areas of behavior management and strategies for working with students with specific disabilities.

The Stratford Public School District ensures that parents are actively engaged in the educational process. Through the District Improvement Plan, the district has expanded offerings to parents, including literacy workshops, family reading nights, read aloud programs, transition breakfasts, and college and career readiness, to name a few. In addition, resources are provided to parents in reading, math, health, and many other areas. Each School Improvement Plan includes strategies to improve communication between school and home and to enhance parent engagement. The special education department has a Stratford Parent Initiative, which provides social and recreational activities for students after school and on weekends.

All schools enjoy the support of active PTA groups. The PTA Council (comprised of PTA presidents from each school) has joint meetings with the Superintendent and Assistant Superintendent every two months. In addition, a Special Education Parent Teacher Association holds monthly meetings for parents to network, advocate, and learn about special education resources for students with disabilities. Efforts have also been made to include parents in professional development opportunities. Each Board of Education committee includes parents as voting members.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Stratford Public School District is committed to racially balancing its schools with a goal of having the minority population of each Stratford school come within ten percentage points of the district average, which was 53% as of February, 2015. Stratford's Racial Balance Plan consists of several elements: 1. The district magnet school, Stratford Academy, is regulated for enrollment and racial balance. Students from the original neighborhood attendance zone, as well as students from across the district, apply to attend the Academy; 2. Another is called the Pathway System. Each year, after reviewing enrollment data and projections, "pathways" are organized from each elementary school to either of the two middle schools and two high schools. This process creates a pathway to the secondary schools that blends elementary schools having a higher minority population with those having a lower minority population; 3. The full-day kindergarten program, located in all elementary schools, which gives consideration to numerical and racial balance in all schools. Boundary line waivers are considered on a limited basis and are tightly controlled.

Stratford teachers and students participate in special programs, such as a school-based program to improve school climate and stop bullying, Yale's Model United Nations program, and multicultural programs sponsored at various schools. The school district actively participates in the Stratford Youth and Family Advisory Board, the local council for positive youth development, and the Stratford School Readiness and Childcare Advisory Council. In addition, the schools partner with local community agencies and institutions in a town-wide effort to affirm and support Stratford's rich cultural, religious, and ethnic diversity. The high schools create opportunities for community connections so that students can expand their knowledge of local volunteer opportunities and experiences. At the start of each school year, a Link Crew program provides a smooth transition for incoming freshmen and new students by linking them with an upper classman. In order to pursue the candidacy of minority educators, efforts have been made to attend job fairs and contact has been made with local colleges and universities.

District Profile and Performance Report for School Year 2013-14

Stratford School District

Equitable Allocation of Resources among District Schools

Budget allocations for the Stratford Public Schools are submitted by individual schools and departments and are reviewed by central office staff to ensure equity between schools and among levels and alignment with the Board of Education's District Goals and the District and School Improvement Plans. The central office staff, including the Superintendent and the Chief Operating Officer, prepare a final budget (after discussion with building principals and district coordinators) that is submitted to the Board of Education for review and approval. Allocation of resources is determined by individual needs of the schools, as justified in the zero-based budget submissions. Capital improvement and equipment needs are reviewed through the use of the Plant/Planning Committee and adoption of a five (5) year capital improvement and equipment plan (CIP/CEP). The CIP/CEP is presented to town officials for incorporation into budgetary deliberations through a liaison committee between the Town Council and the Board of Education. Data are reviewed annually to ensure each school has an equitable distribution of fundamental resources to achieve the district's goals.